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The selection of participating schools was based on whether the elementary school's enrollment consisted of 90% Negro and/or Puerto Rican, or 90% any other ethnic group, and whether these elementary schools fed into junior high schools. Schools with a 95% or larger ethnic group were used in the study.

To acquaint and orient the staff, conferences for assistant superintendents were held. Teachers participated in inservice courses and workshops, and liaison with lay groups was maintained.

Procedures used in the "sending" schools included principals discussing the purposes and procedures of the program with the staff and stressing the decision of parents to transfer their children to a school having a more varied ethnic population distribution. The procedures used in the "receiving" schools were similar in that the principals held conferences with their staffs to prepare them for the children to be transferred and acquainted them with the purposes of the Open Enrollment Program. Principals were cautioned to avoid placing incoming pupils in class strictly on the basis of scholastic achievement or IQ level. Guidance counselors, school-community coordinators, and reading consultants worked with the principals to help teachers meet the needs of the incoming pupils. Transferred pupils were expected to remain at the new school for at least one year.

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The Open Enrollment Program

IN THE

NEW YORK CITY PUBLIC SCHOOLS

Progress Report

September 1960 - September 1963

Ill NY

BOARD OF EDUCATION CITY OF NEW YORK

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Office of Education-EEOP

Research and Materials Branch

THE OPEN ENROLLMENT PROGRAM

in the

NEW YORK CITY PUBLIC SCHOOLS

PROGRESS REPORT

September 1960 - September 1963

Prepared Under the Direction of

The Open Enrollment Committee

BOARD OF EDUCATION OF THE CITY OF NEW YORK

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* Served in the program in September 1960.
** Served as a member of this committee until October 1962.

FOREWORD

This report of the progress of the Open Enrollment Program in New York City public schools summarizes the steps taken in organizing the program in September 1960 and in its development through September 1963. In the implementation of the recommendations of the Commission on Integration which dealt with educational standards and curriculum, guidance, educational stimulation and placement, physical plant and maintenance, teachers' assignments and personnel, zoning and community relations and information, the Board of Education adopted the Open Enrollment Program in August 1960 offering many pupils an opportunity for an education in a varied ethnic environment. This program represents the joint efforts and support of school personnel, parent groups and many civic organizations.

A pilot program was initiated in September 1960. In 21 junior high schools with a heavy concentration of Negro and Puerto Rican pupils 3500 7th year pupils were given the opportunity to transfer to 28 other schools. In October of the same year, 12 elementary schools were included. Approximately 8,000 applications for transfer were distributed to pupils in Grades 3,4 and 5. On both school levels, applications for transfer were distributed in the selected schools to all eligible pupils, regardless of ethnic background.

When the program was established on a city-wide basis for elementary as well as junior high schools, approximately 50,000 applications were distributed to children who would be in Grades 3,4 and 5 in September 1961 and 15,000 to pupils who would be entering junior high school from Grade 6. In addition, 4500 applications were distributed to children entering Grades 1 and 2 in September 1961 under a pilot program organized for those grades in 12 "sending" schools. The Central Zoning Unit processed all applications for transfer, in consultation with the Elementary and Junior High School Divisions.

Previous to the initiation of the Open Enrollment Program, plans for a maximum school utilization program had been made to take effect in September 1958 to relieve overcrowding resulting in short-time sessions in a number of elementary schools. As a result of these plans, over 50,000 children will have been transferred to underutilized schools by September 1963. Since most of the overcrowded schools with short-time sessions were in congested areas heavily populated by Negroes and Puerto Ricans, it frequently followed that the relief given to the crowded schools in these neighborhoods also resulted in a more varied ethnic pupil population in the schools to which the pupils were transferred.

The Open Enrollment Program was designed to achieve many significant educational values by providing experiences in democratic living and daily opportunities for children, teachers and parents to work with members of various ethnic groups and cultural backgrounds.

It has operated under the supervision of the associate superintendents in charge of the Elementary and Junior High School Divisions, the acting associate superintendent of the High School Division, the assistant superintendent in charge of the Central Zoning Unit and the director of the Human Relations Unit.

We gratefully acknowledge the assistance of the City Commission on Human Rights, the Advisory Committee on Zoning, the various parents federations and other civic groups.

This program could not have moved forward without the full cooperation of the field superintendents, the heads of schools and their respective staffs.

JOHN B. KING
Deputy Superintendent

JOSEPH O. LORETAN
Deputy Superintendent

FRANCIS A. TURNER
Assistant Superintendent

FREDERICK H. WILLIAMS
Director

September 1963

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THE OPEN ENROLLMENT PROGRAM IN THE NEW YORK CITY PUBLIC SCHOOLS

PURPOSE OF THE PROGRAM

The purposes of the program of Open Enrollment were expressed in the following policy statement issued upon the announcement of the program in August 1960 by the Honorable Charles H. Silver, then President of the New York City Board of Education and Dr. John J. Theobald, then Superintendent of Schools:

> "Although our democratic society cherishes individual differences, the blending of minority groups of all races and creeds into the American way of life has been the very strength and foundation of our nation. This has been a natural consequence of the morality of our American heritage and of our Judaeo-Christian tradition. In the process, each group not only has itself benefited from this blending but also has contributed to the enrichment of our culture and the growth of our country.
>
> "Assimilation of minority groups has always been a major problem of the United States and particularly of its large cities. Clearly, people cannot be assimilated in isolation. Such isolation not only deprives them of the full benefits of our democracy but in turn deprives our democracy of the full benefits these people can contribute. We have found over the past several years that the Negro and Puerto Rican population of our City can achieve through education and contribute to our progress far more than has been possible under the present pattern of our social structure. It is logical, therefore, that we provide greater opportunity for them to join educationally with the rest of our population.
>
> "Such an opportunity, popularly referred to as racial integration in our schools, is an essential and imperative element of democratic education in our City and Nation, especially at this juncture in world history. The ever-increasing demand for trained human intelligence imposes an even greater responsibility upon a school system to determine and develop effectively all the potential entrusted to it for this purpose.....
>
> "In the past year and a half we have been studying how, in spite of the fact that schools are generally districted, we can institute a program of Open Enrollment whereby parents of pupils in schools with a heavy concentration of minority groups can be given the opportunity to transfer their children to schools with unused space and to an educational situation where reasonably varied ethnic distribution exists. The Board of Education is now ready to institute such a program.

"Effective September 1960 all pupils at the entrance level of junior high and senior high schools which have a heavy concentration of Negro and Puerto Rican students will be given the opportunity to transfer to certain other junior and senior high schools which are utilized less than 90 per cent of capacity.....

"The program will be in operation at the elementary school level no later than September 1961.....

"By this additional step, the public schools of New York City accept the responsibility and obligation for education leadership in this delicate and crucial area of our social structure. In doing so, we seek to make a significant contribution to our City and our Nation."

With this statement of policy and purpose, the various steps required to effect a program of Open Enrollment were initiated. As the program progressed, professional and lay groups were consulted, and their recommendations received careful consideration.

SELECTION OF PARTICIPATING SCHOOLS

The schools which were to participate in the program were selected by the Central Zoning Unit after consultation with the superintendents in the field and the associate superintendents of the Divisions involved. For purposes of identification, the schools were designated as "sending" or "receiving" schools.

"Sending" Schools

Elementary Program

Schools with a 90% Negro and/or Puerto Rican population.

Schools with 90% "others"* though not listed.

Junior High School Program (Schools divided into two categories)

Category A - elementary schools which fed junior high schools having 85% or more Negro and/or Puerto Rican population (this group received priority in placement).

Category B** - elementary schools which had 90% or more Negro and/or Puerto Rican population and which fed junior high schools having between 15% and 25% "others".

"Receiving" Schools

Schools with 75% or more "others" in population and utilized below 90%. However, in schools showing a declining population in the previous years, the utilization determinant was set at 95% rather than 90%.

PREPARATION AND STAFF TRAINING

Pilot Program

Elementary Schools (Grades 3,4 and 5 - September 1960)

In order to provide the experiences and skills needed to introduce Open Enrollment in the elementary grades on a city-wide basis effective for the opening of the school year 1961, a pilot program was conducted in September 1960 involving 16 "sending" and 31 "receiving" elementary schools.

* "Others" refers to all other ethnic groups.
** As the program developed, Category B was dropped because of lack of available space in "receiving" schools.

A total of 7,883 applications were distributed to children in grades 3,4 and 5 in the 16 "sending" schools.

The Central Zoning Unit authorized transfers for 284 pupils who applied. The limited response was due probably to the following factors: the plan was new, the fall term had already begun, and free transportation was not provided by either school bus or by common carrier.

Of the 284 who were assigned, 212 actually registered in "receiving" schools in October 1960. (Appendix A)

Junior High Schools - September 1960

The junior high school program was organized in the summer of 1960. In order that the program could begin to operate immediately, 393 of the incoming 7th grade pupils in 21 junior high schools were authorized for transfer in September 1960 to 28 other junior high schools. Of this number, 343 actually accepted placement.

Conferences

The Associate Superintendent in charge of the Elementary Division discussed the pilot program at a conference with the assistant superintendents in the field on September 15, 1960.

On September 30, 1960 the Associate Superintendent in charge of the Elementary Schools and the Assistant Superintendent in charge of the Central Zoning Unit met with the principals of the "sending" and "receiving" elementary schools to introduce the program, to discuss related problems, and to give them instructions and materials.

On December 2, 1960 a meeting was held with all the elementary school principals and some assistant superintendents participating in the Pilot Program to discuss the problems that had arisen and how they might be resolved.

Recommendations for the city-wide program for September 1961 were considered. In preparation for this meeting, the principals had received a draft of the circular that the Division of Elementary Schools was planning to send to principals in connection with the Open Enrollment Program in September 1961 and a draft of the letter to be sent to the parents of the children who would be eligible for transfer at that time. A questionnaire accompanied this material so that the principals could indicate revisions, suggestions, or recommendations with regard to the circular or the letter based upon their experiences in the Pilot Program.

On April 20, 1961 the Associate Superintendent in charge of the Elementary and Junior High School Divisions and the Assistant Superintendent in charge of the Central Zoning Unit met with field superintendents, the principals of elementary and junior high schools that would be "receiving" schools in September 1961, and school-community coordinators. The following questions were discussed:

- Can the program be viewed as an opportunity to demonstrate educational leadership? Why?

- How can the Open Enrollment Program be utilized as an instrument for promoting the professional growth of the supervisor?

- How can the Open Enrollment Program be utilized as an instrument for promoting the professional growth of the teachers?

- How can the Open Enrollment Program enrich and vitalize the educational offerings for <u>all</u> the pupils in a "receiving" school?

- How can the Open Enrollment Program be utilized as an instrument in strengthening school - home - community participation?

- What steps might be taken by all involved to avoid and/or counteract the inevitable negativistic factors and elements?

- What additional help will the Divisions and the districts provide?

- How have you handled or do you propose to handle specific problems in each of the following areas?

  Administrative, e.g., class placement, lunch, bussing.
  Curriculum.
  Improving instruction, e.g., conferences, in-service training of teachers.
  School-home-community relations, e.g., district human relations course.
  Guidance.

On May 2, 1961 an Open Enrollment Committee was organized, composed of representatives of the Elementary School Division, the Junior High School Division, the Central Zoning Unit, the Bureau of Education Information Services and Public Relations, the Office of the President of the Board of Education, the Bureau of In-Service Training, and School-Community Coordinators. Its first meeting was devoted to making plans for the next meeting of the principals of elementary schools that would be "receiving" schools in September 1961. Subsequently, representatives from the Bureau of Supplies, Bureau of School Lunches, the Human Relations Unit and the Office of Research and Evaluation were added to the Committee.

On May 18, 1961 the Associate Superintendent in charge of the Elementary Schools held a meeting with the principals of the schools that would be "receiving" elementary schools in September 1961. A panel consisting of three elementary school principals and two community coordinators discussed the following topics:

Preparation of pupils, parents, and staff in "receiving" schools
Organization problems and proposed solutions
Implications for instructional program in "receiving" schools
The role of the school-community coordinator in the Open Enrollment Program

During the question and answer period which followed, the provisions for the transportation of pupils were explained by a representative of the Bureau of Supplies. The services being made available to the "receiving" elementary schools by members of the staff of the Elementary School Division were outlined.

On May 31, 1961 the members of the Open Enrollment Committee met to act upon the suggestions and recommendations offered at the meetings of April 20, 1961 and May 18, 1961. A mimeographed circular was issued at that time listing recommendations for the principals, teachers, pupils, and parents in the "receiving" schools. (See Appendix H for recommendations to professional staff, pupils and parents).

During November 1961 the Associate Superintendent of the Junior High School Division held borough conferences with all principals of "receiving" junior high schools at which time problems regarding the operation of the program were discussed. Recommendations for improvement of procedures were invited.

In-Service Courses and Workshops

For many years before the organization of the Open Enrollment Program, the Board of Education organized courses designed to develop a better understanding of the forces which contribute to good human relations. Some of these courses were conducted in cooperation with the City Commission on Human Rights (CCHR), the National Conference of Christians and Jews (NCCJ) and the Migration Division of the Department of Labor, Commonwealth of Puerto Rico.

The field superintendents and the school-community coordinators in February 1960 arranged to conduct twenty-five in-service courses. At least one staff member from each school in the district was enrolled in the course. Other staff members, including curriculum and guidance coordinators and representatives from other bureaus, participated as resource personnel in this pilot effort. More than 1300 teachers were registered.

Courses in Human Relations continued to be scheduled as an integral part of the in-service training program sponsored by the Board of Superintendents. Teachers in "receiving" schools of the Open Enrollment Program were encouraged to take these courses. In the period 1960-1963 fifty-five such courses have been given for members of the professional staff. Under the guidance of the Human Relations Unit, a committee of school-community coordinators has formulated a number of course outlines which deal in some depth with teacher-pupil-parent-supervisor relationships, another which deals with the relationship of the teacher to community organizations and a third which deals with the historical development of the integration movement.

It is anticipated that a number of similar courses will be offered in the 1963-1964 school year. The objective is to make the teacher-training program qualitatively better by selecting a specific topic within the range of human relations and concentrating on it. As an adjunct to this, the same committee has viewed and evaluated a large number of films to be used as teacher-training aids in human relations courses.

In an effort to involve more school personnel, a pilot project in four schools consisting of six seminar sessions was conducted during the 1962-1963 year. These staff seminars stressed a better understanding by the teacher of the strengths and values inherent in the cultural diversity of our community.

For the past eight years the Board of Education and the National Conference of Christians and Jews have jointly sponsored a workshop for New York City teachers at the University of San Juan, Puerto Rico. For a period of five weeks, teachers and administrators received on-the-scene training in Puerto Rican culture and background. In September 1962 a new program entitled "Operation Understanding" was initiated by the Division of Elementary Schools and the Department of Public Instruction, Puerto Rico. This program involved the interchange of twelve experienced elementary school teachers from the New York City system and eleven experienced Puerto Rican teachers. The teachers served as resource persons to the schools and communities to which they were assigned. These programs will be continued.

Liaison with Lay Groups

The importance of establishing and maintaining liaison with lay groups was recognized at the outset.

During the preparatory period of the program, the Associate Superintendents in charge of the Elementary and Junior High School Divisions, the Assistant Superintendent in charge of the Central Zoning Unit and the Secretary to the President of the Board of Education met with members of the City Commission on Human Rights (then known as the Commission on Intergroup Relations), the Advisory Committee on Zoning, and with various civic organizations and parent groups to discuss projected plans and to invite their suggestions and recommendations.

OPERATION OF THE PROGRAM

Pupils Permitted to Transfer

Pilot Program - Grades 1 and 2

Beginning in September 1961 children in 12 designated "sending" schools entering Grades 1 and 2 were permitted to request transfer to designated "receiving" schools. Children whose names appeared on the kindergarten waiting list in these schools were included.

Pupils in these pilot schools who were to be admitted into the kindergarten in September were not included in the Pilot Program for the following reasons: the child's first separation from home and his initial adjustment to school would be unduly complicated by placement in a distant school; high incidence of absence because of contagious diseases and colds are common in this age group; sufficient space was lacking in "receiving" schools located within a reasonable distance; all pupils on kindergarten waiting lists are already permitted to attend nearby schools outside their districts where space is available; the short school session in the kindergarten does not justify the added burdens imposed on the children by traveling long distances; and unsupervised transportation poses special problems for very young children.

Pupils in Grades 3,4 and 5

Beginning in September 1961 children in designated "sending" schools entering Grades 3,4 and 5 were permitted to apply for transfer to any of certain designated "receiving" schools listed for their boroughs. (Appendix B) This included children in Gifted and Intellectually Gifted classes but not those in special classes such as Children of Retarded Mental Development, Physically Handicapped, Sight Conservation and Junior Guidance.

In September 1963 the program was expanded to include pupils entering Grade 2. The Pilot Program for Grades 1-2 in the original 12 schools, however, was continued.

Siblings who were in grades below Grade 2 were not considered for transfer because of lack of space. Pupils presently in Grade 5 were not included because it was deemed educationally unsound to transfer pupils for a single year prior to another transfer to a junior high school.

Children living in Manhattan were given the choice of transferring to Manhattan or Bronx "receiving" schools because there were too few Manhattan schools that met the criteria for "receiving" schools. Brooklyn pupils living in areas adjacent to Queens were permitted transfer to Queens schools. Richmond had no schools with high concentration of Negro and Puerto Rican pupils and did not participate in the program.

Pupils in Grade 6

Beginning in September 1961, sixth grade children in designated "sending" schools were permitted to apply for transfer to certain designated "receiving" junior high schools. The same regulations governing transfers with regard to boroughs were followed as those in the other grades.

Students Entering High School

For many years, prior to the initiation of the Open Enrollment Program in the Elementary and Junior High School Divisions, the High School Division had promoted integration through a zoning variance system which permitted graduates of specific junior high schools to select a high school outside the school(s) zoned for their area of residence.

In September 1962, as an extension of the Open Enrollment Program, more than 300 students were given a similar opportunity to attend 11 "receiving" high schools which were selected because their population was composed of a relatively small percentage of Negro and/or Puerto Rican students. The "sending" junior high schools and the "receiving" high schools were paired.

Furthermore, those pupils placed in "receiving" junior high schools in September 1960, having completed the ninth grade in June 1963, were afforded the opportunity of attending either the high school(s) to which the "receiving" junior high school sent its pupils or of returning to the high school serving their area of residence.

Procedures Followed in the "Sending" Schools

The principals of these schools discussed the purposes and procedures of Open Enrollment with the members of their staffs. They were urged to stress the fact that the decision of parents to transfer their children should be recognized as an expression of the desire to have their children educated in a school with a more varied ethnic population distribution rather than for any other reason. Thus, the morale of the teachers and of the parents who preferred not to have their children transferred would not be affected adversely.

The principals also discussed, objectively and impartially, with the parents of the children included in the program the opportunity to transfer to schools with a more varied ethnic composition. They explained the program so as to insure their understanding and support and told them how the "receiving" schools would try to help the children make the optimum adjustment there.

The presidents of the Parents Associations in these schools received copies of all circulars, letters, and forms distributed in connection with the Open Enrollment Program.

Upon the request of the parents, special arrangements were made by the "sending" and "receiving" schools to have the parents visit "receiving" schools before submitting applications. Every child in the "sending" schools included in the program, except children in special classes, received a letter to his parents and an application for transfer. Wherever necessary, a Spanish translation accompanied the letter and application. (Appendix E, F)

The processing of applications has gone through a series of changes. At first, the children returned to the school their signed applications indicating their desire to transfer as well as the school(s) of their choice. The principals assigned a priority number to each application based upon its time of receipt, as noted by the teacher, on a first-come, first-serve basis. These applications were then forwarded to the Central Zoning Unit for processing. The Central Zoning Unit, working with the divisions involved, processed these applications authorizing transfer to take effect the following September. It was later found, through experience, that it would be more expeditious for the principals of the "sending" schools to note only the date and time of receipt on each application. The Central Zoning Unit, upon receiving applications from all the "sending" schools, then proceded to establish priority.

The junior high school applications are now mailed directly to the Central Zoning Unit by the parents and priority is established by the postmark.

The principals of the "sending" schools supplied the "receiving" schools with all pertinent data about the children to be transferred to assist the "receiving" schools in the proper classification of these pupils and in the provision of necessary services so as to insure the optimum adjustment of the pupils. (See Appendix J for sample articulation form sent by principals of "sending" schools to principals of "receiving" schools).

Procedures Followed in the "Receiving" Schools

The principals of these schools held conferences with their staffs to explain the purposes of the Open Enrollment Program and to prepare for the children to be transferred to their schools. Teachers were alerted to the needs of the incoming pupils so that they might be helped to make the optimum adjustment to their new environment and so that the transition would be as natural as possible.

The principals explained the Open Enrollment Program to the Parents Associations of their schools to insure their understanding and support and pointed out how the parents and the Parents Associations could help these children make the optimum adjustment in their new environment. The presidents of the Parents Associations in these schools received copies of all circulars, letters and forms distributed in connection with the Open Enrollment Program.

The principals were cautioned to avoid placing incoming pupils together in the same class strictly on the basis of scholastic achievement or I.Q. level but to distribute them as widely as possible. In some junior high schools the students were organized heterogenously in classes for some subjects and then given specialized help depending on their needs on an individualized basis for other subjects.

District and school resource personnel, e.g., guidance counselors, school-community coordinators and reading consultants worked with the principals to help teachers meet the needs of the incoming pupils. The Elementary Division provided personnel, specialized services and additional funds for instructional materials in schools receiving large numbers of Open Enrollment children. The Junior High School Division provided the following for such schools: visitation by three Open Enrollment Coordinators who interviewed school personnel, parents and pupils; corrective reading programs conducted by school volunteers of the Public Education Association; reading teams who assisted in the teacher-training program; extra positions in corrective reading and mathematics and extra budgetary allotments.

Transferred pupils were expected to remain at the new school for at least one year. Exceptions were to be made only with the approval of the field superintendents involved.

Transportation Arrangements for the Pupils

In the Pilot Program the parents were expected to provide transportation for their children.

In September 1961 and thereafter, transportation by school bus or common carrier was provided by the Board of Education for all elementary pupils transferred under Open Enrollment, following the same procedures as those used for other pupils who live more than a mile from the school they attend. (Appendix K)

Pupils who selected junior high schools other than those to which they would normally be assigned were given the same transportation privileges as other junior high school pupils similarly situated.

Applications and Transfers

A summary of the number of applications distributed, the number of Open Enrollment transfers requested, and the number of transfers effected is presented below:

Grades	Date	Applications Distributed	Transfers Requested	Transfers Effected
3,4 and 5	Sept. 1961	49,451	3,078	2,831
	Sept. 1962	56,059	1,921	1,899
	Sept. 1963	82,756	2,818	2,709
6	Sept. 1961	15,985	3,973	2,669
	Sept. 1962	16,600	4,093	1,917
	Sept. 1963	16,650	4,622	1,093
Total		237,521	20,505	13,118

Some pupils could not be placed because space was not available in the schools chosen or because the schools chosen by parents were not "receiving" schools. In allocating space in Grade 7, priority in September 1961 was given to those schools in Category A (See page 3). In subsequent years, Category A was eliminated because of lack of space.

Interim Assessments of the Program

On November 21, 1962 all the elementary and junior high school principals participat-

ing in the Open Enrollment Program met with the associate superintendents in charge of the Elementary and Junior High School Divisions, the assistant superintendent in charge of the Central Zoning Unit and the director of the Human Relations Unit. The purpose of the Program, to afford pupils an opportunity for education in a varied ethnic environment, was re-stated and the functions of the Open Enrollment Steering Committee and the school-community coordinators were reviewed. The discussion took the form of an informal assessment of the Program in which major problems that had arisen were presented and recommendations for their solution were offered. In addition, suggestions for further improvement were advanced by two assistant superintendents, one with many "sending" schools and one with many "receiving" schools. Discussion from the floor led to an improvement in procedures for the school year 1963-1964. At the same time, the various aspects of the program are being studied by the Open Enrollment Committee, the divisions, districts and schools. Appropriate modifications and adaptations are being made to meet most effectively the needs of all the children.

A more formal evaluation by the Office of Research and Evaluation of the Open Enrollment Program in terms of its purpose is being conducted and will be completed after the program has been in effect long enough to make an adequate appraisal, some time after June 1964.

LOOKING AHEAD

As the Open Enrollment Program proceeds, the efforts of school personnel, parents and civic groups will be enlisted to provide a basis for continued review of the Program and the development of future plans.

The professional staff views the Open Enrollment Program as an opportunity to provide another vital educational service to the children of the city in our quest for educational excellence for all our pupils.

APPENDIX A

PILOT PROGRAM - GRADES 3, 4, and 5

September 1960

Borough	"Sending" Schools	"Receiving" Schools	Applications Distributed	Applications Received	Transfers Authorized	Transfers Completed
Manhattan	5	4	3258	71	71	42
Bronx	3	8	1241	25	25	16
Brooklyn	5	12	1980	91	91	71
Queens	3	7	1404	97	97	83
Total	16	31	7883	284	284	212

	"Sending" Schools	"Receiving" Schools
Manhattan	57 90 103 119 173	59 69 158 190
Bronx	23 42 124	11 28 33 46 86 89 103 108
Brooklyn	42 54 70 125 270	65 76 89 94 105 116 130 131 139 160 176 221
Queens	36 48 123	26 51 87 98 144 176 178

NUMBER OF CHILDREN PLACED IN "RECEIVING" SCHOOLS

Borough	School	Transfers Authorized	Transfers Completed	Borough	School	Transfers Authorized	Transfers Completed
Manhattan	59	11	9	Bronx	11	11	4
	69	22	17		28	5	3
	158	8	5		33	3	2
	190	22	11		46	1	0
Brooklyn	65	0	0		86	5	2
	76	2	1		89	1	0
	89	3	1		103	4	2
	94	1	0		108	3	3
	105	0	0	Queens	26	4	4
	116	10	3		51	15	7
	130	7	5		87	8	6
	131	1	1		98	0	0
	139	19	16		144	26	23
	160	0	0		176	21	20
	176	0	0		178	23	23
	221	48	44				

APPENDIX B

CITY-WIDE PROGRAM - GRADES 3, 4, and 5

"SENDING" SCHOOLS

Borough	For September 1961	For September 1962 Schools Deleted	For September 1962 Schools Added	For September 1963 Schools Deleted	For September 1963 Schools Added
Manhattan	4 7 24 39 57 68 72 80 81 90 100 102 103 107 108 109 113 119 121 123 129 133 144 156 157 170 171 175 179 180 184 186 191 194 197 (Total - 35 schools)	None	101 (Total - 36 schools)	None	31 161 (Total - 38 schools)
Bronx	2 4 23 39 42 43 51 54 63 99 124 130 132 140 146 150 (Total - 16 schools)	None	5 9 37 (Total - 19 schools)	51	18 20 25 27 30 57 62 66 154 (Total - 26 schools)
Brooklyn	3 7 11 21 25 26 28 42 44 47 54 59 67 70 83 93 125 129 137 141 144 147 148 150 168 184 256 270 284 287 289 297 (Total - 32 schools)	70	27 46 87 138 175 262 298 (Total - 38 schools)	83	24 243 257 304 305 (Total - 42 schools)
Queens	15 36 45 48 50 92 110 116 118 123 140 160 (Total - 12 schools)	50	127 (Total - 12 schools)	None	136 J40 (Total - 14 schools)

"RECEIVING" SCHOOLS

Borough	For September 1961	For September 1962 Schools Deleted	For September 1962 Schools Added	For September 1963 Schools Deleted	For September 1963 Schools Added
Manhattan	59 69 77 183 187	59 69 77 183 187	None	None	187
	(Total - 5 schools)	(Total - 0 schools)		(Total - 1 school)	
Bronx	8 11 17 19 26 28 32 33 46 80 83 86 89 95 103 104 105 108 114	11 17 26 28 32 80 83 103 104 108 114	7 70 73 79 94	7 33 46 70 73	26 91 121
	(Total - 19 schools)	(Total - 13 schools)		(Total - 11 schools)	
Brooklyn	34 52 65 86 89 94 95 97 102 103 104 105 108 112 116 119 121 123 127 130 131 135 139 154 160 169 170 172 176 180 185 192 195 198 199 204 207 208 215 219 221 222 225 226 230 235 238 244 247 253 254 255 268	52 65 97 108 116 119 121 123 130 135 139 154 169 170 172 192 199 207 208 221 225 235 238 244 268	48 164 177 179 193 197 205 206 217	180 195 217 219 247	163 169 186 194
	(Total - 53 schools)	(Total - 37 schools)		(Total - 36 schools)	
Queens	2 6 7 11 12 22 26 29 32 49 51 58 64 68 70 71 77 81 83 84 85 87 88 89 90 91 94 98 99 101 102 106 107 108 113 114 120 122 131 133 144 150 152 153 175 178 179	11 12 22 26 32 49 77 94 99 106 107 108 113 114 120 131 133 175 179	18 27 41	7 51 64 68 89 101 102 178	12 133 213
	(Total - 47 schools)	(Total - 31 schools)		(Total - 26 schools)	

BOROUGH	NO. OF PUPILS APPLIED 9/61	9/62	9/63	NO. OF PUPILS ASSIGNED 9/61	9/62	9/63	NO. OF PUPILS REGISTERED** 9/61	9/62
Manhattan	962	422X	570X	539M 191X	20M* 401X	43* 527X	471M 191X	18M*
Bronx	301	240	385	301	239	385	251	503
Brooklyn	1254	910	1335	1239	668K 192Q	1124K 209Q	1148	576
Queens	561	379	528	561	379	421	525	502
Total	3078	1951	2818	2831	1899	2709	2586	1599

* Siblings who were permitted to transfer to Manhattan schools
** Data for September 1963 not available at date of printing

PUPILS PLACED IN "RECEIVING" SCHOOLS

BOROUGH	SCHOOL	FOR SEPTEMBER 1961 NUMBER ASSIGNED	ACCEPTED	FOR SEPTEMBER 1962 NUMBER ASSIGNED	ACCEPTED	FOR SEPTEMBER 1963 NUMBER ASSIGNED
Manhattan	59	59	50			
	69	134	122			
	77	204	168			
	183	66	61			
	187	76	71			30
Bronx	7			59	48	
	8	58	51	69	54	68
	11	64	55			
	17	11	9			
	19	5	5	29	23	76
	26	40	38			31
	28	35	30			
	32	9	9			
	33	50	49	105	86	
	46	18	18	56	46	
	70			60	45	
	73			58	42	
	79			35	20	33
	80	25	24			
	83	1	1			
	86	15	13	59	53	55
	89	13	13	24	22	197
	91					87
	94			4	3	57
	95	13	11	29	24	144
	103	18	16			
	104	60	59			
	105	4	2	36	23	56
	108	5	5			
	114	48	44			67
	121					

APPENDIX B (Contd)

BOROUGH	SCHOOL	FOR SEPTEMBER 1961 NUMBER ASSIGNED	ACCEPTED	FOR SEPTEMBER 1962 NUMBER ASSIGNED	ACCEPTED	FOR SEPTEMBER 1963 NUMBER ASSIGNED
Brooklyn	34	10	10			2
	48			1		53
	52	5	5			
	65	27	23			
	86	34	31	19	7	30
	89	34	33	4	1	54
	94	7	7	1	1	
	95	20	12	1	1	
	97	2	2			
	103	23	23	29	28	65
	104	2	1			
	105	10	10			
	108	13	10			
	112	2	2			
	116	58	54			
	119	13	13			
	121	3	3			
	123	49	44			
	127	2	1			1
	130	56	52			15
	131	54	50	58	56	53
	135	79	72			
	139	79	74			
	154	27	27			
	160	7	5			1
	164			71	55	72
	169	9	9			38
	172	6	6			
	176					27
	177					26
	180	2	2	46	42	
	186					32
	192	5	5			23
	193			65	54	77
	195	1	1			
	197					3
	198	34	27	3	3	44
	199	5	5			
	204	1	1			
	206					32
	207	4	4			
	208	29	27			
	215	1	1			57
	217			67	45	
	219	125	113			
	221	228	213			
	222	3	3	2	2	76
	225	1	1	62	53	
	226	1	1			
	230	9	9	85	81	68
	235	23	19			
	238	3	3			
	244	27	26			
	247			1	1	
	253	2	2			
	254	4	3			25
	255			72	55	14
	268	100	98			
	295					64
				20		

BOROUGH	SCHOOL	FOR SEPTEMBER 1961 NUMBER ASSIGNED	ACCEPTED	FOR SEPTEMBER 1962 NUMBER ASSIGNED	ACCEPTED	FOR SEPTEMBER 1963 NUMBER ASSIGNED
Queens	2	3	3	20	14	21
	12					14
	18			9	9	15
	22	3	3			
	26	55	50			
	32	3	3			
	41					23
	51	24	23			
	58	6	5	3	3	47
	64	2	2	2	2	
	68			17*	17	
	70					2
	71			53*	37	
	81			55*	48	
	87	2	2	11/9*	15	69/12*
	88			13*	13	24*
	89	33	33	37	37	
	90	55	52	75	64	72
	91			8*	3	13*
	98					12
	99	40	38			
	101	43	39	84	78	
	107	1	1			
	108	26	25			
	131	92	85			
	133	18	17			15
	144	69	67	30	30	48
	152			14	10	15
	153			31*	26	
	175	29	29			
	178	57	48	88	85	
	213					21

NOTE: Siblings were assigned for September 1962 and September 1963 to schools that had been "receiving" schools for September 1961 only, as follows:

Borough	For September 1962	For September 1963
Manhattan	19	36
Bronx	17	18
Brooklyn	82	113
Queens	8	63

* Brooklyn pupils transferred to Queens schools

PILOT PROGRAM - Grades 1 and 2

NOTE: There were 12 "sending" schools, 3 in each of the following boroughs - Manhattan (M), Bronx (X), Brooklyn (K), and Queens (Q), from September 1961 to September 1963.

There were 18 "receiving" schools in September 1961, 11 in September 1962, and 10 in September 1963. These were arranged in the following clusters which changed from year to year, according to available space:

	"Sending" Schools 1961 - 1964	"Receiving" Schools 1961 - 1962	1962 - 1963	1963 - 1964
Manhattan (M)	P- 90	P-189, 26X	P-189	P- 98, 187, 26X
	P-133	P- 98, 189, 26X	P-26X	P- 98, 187, 26X
	P-186	P- 98, 189, 26X	P-98	P- 98, 187, 26X
Bronx (X)	P- 39	P- 32, 83, 105, 108	P- 83	P-105, 108
	P- 99	P- 32, 83, 105, 108	P-105	P-105, 108
	P-146	P- 32, 83, 105, 108	P-108	P-105, 108
Brooklyn (K)	P-144	P-135, 198, 233, 235	P-135	P-135
	P-184	P-135, 198, 233, 235	P-135	P-135
	P-287	P-154, 230	P-131	P-131
Queens (Q)	P- 48	P- 82, 90, 144	P- 90, 144	P- 90, 144
	P-123	P- 87, 90,	P- 87, 90	P- 87, 90
	P-160	P- 87, 144	P- 87, 144	P- 87, 144

	NO. OF PUPILS Applied 9/61	9/62	9/63	NO. OF PUPILS Assigned 9/61	9/62	9/63	*NO. OF PUPILS Registered ** 5/61	9/62
Manhattan	89	69	44	89	69	44	84	51
Bronx	29	48	41	29	48	41	29	36
Brooklyn	98	123	44	96	65	43	96	57
Queens	80	72	37	80	72	32	75	51
Total	296	312	166	294	254	160	284	195

Number of Pupils Placed in "Receiving" Schools

Borough	School	No. of Pupils Assigned 9/61	9/62	9/63	No. of Pupils Registered 9/61	9/62
Manhattan	98	39	19	21	34	15
	187			6		
	189	40	45		40	36
Brooklyn	131		17	5		11
	135	45	48	38	45	46
	154	3			3	
	198	14			14	
	230	4			4	
	233	17			17	
	235	13			13	

Borough	School	No. of Pupils Assigned 9/61	9/62	9/63	No. of Pupils Registered 9/61	9/62
Bronx	26	10	5	17	10	3
	32	16			16	
	83	8	18		8	9
	105	3	21	36	3	19
	108	2	9	5	2	5
Queens	82	0			0	
	87	7	11	13	6	10
	90	24	25	10	22	11
	144	49	36	9	47	30

* Data for 9/63 not available at date of publication.
** Transfers accepted as of 5/61; data regarding registration in 9/61 not available.

APPENDIX D

JUNIOR HIGH SCHOOL PROGRAM

"SENDING" SCHOOLS

Borough	For September 1960 Junior High Schools*	For September 1961 Elementary Schools	For September 1962 Elementary Schools Added	For September 1963 Elementary Schools Added
Manhattan	13 43 45 88 99 117 120 136 139 164	7 24 28 39 57 62 72 80 81 90 100 102 103 107 108 109 113 119 121 123 125 129 133 144 157 168 169 170 171 175 180 184 186 192 194 197 198	33 78 94 101 128 155 179 191	69 107 155 156 179 191
Bronx	40 52 55 120	2 4 23 25 39 42 43 51 53 54 61 62 63 66 99 124 130 132 140 146 150	5 9 18 27 31 35 37 48 65 75	None
Brooklyn	33 35 57 178 258	3 7 11 21 24 25 26 28 42 44 47 54 59 67 70 74 83 87 93 125 129 137 144 148 150 155 156 168 175 183 184 189 256 270 284 287 297 298	46 75 137 262 274 299	103 113 135 167 191 219 243 289 304 305
Queens	40 142 P118	45 48 50 92 96 116 123 127 140 143 148 155 160	26 54 95 136 178	162

"RECEIVING" JUNIOR HIGH SCHOOLS

Borough	For September 1960	For September 1961 Deleted	 Added	For September 1962 Deleted	 Added	For September 1963 Deleted	 Added
Manhattan	104 167	None	None	167	None	104	None
Bronx	45 82 101 113 115 127 143	None	79 80 117 141	45 82 101 113 127 141	None	117 143	82
Brooklyn	10 62 96 126 220 223 227 228 232 259	126	None	10 96 171 220 228 232 259	128	171	246
Queens	73 126 141 158 172 190 198 204 217	None	None	126 141 158 190 198 204 217	67 125	73	10 141 158 168

* The program began to operate after the school year had started, necessitating transfers from selected junior high schools to those with a high percentage of "others".

JUNIOR HIGH SCHOOL PROGRAM

Borough	Number of Pupils Applied 9/60	9/61	9/62	9/63	Number of Pupils Assigned 9/60	9/61	9/62	9/63	Number of Pupils Registered 9/60	9/61	9/62	9/63**
Manhattan & Bronx	176	2032	2258	1238	176	1162	625	191	145	1037	573	
Brooklyn	88	1157	1143	1137	88	889	544	441	85	766	405	
Queens	125	784	694	712	125	624	581	446	113	557	539	
Total	389	3973	4095	3087	389	2675	1750	1078	343	2360	1517	

NOTE: Pupils in Manhattan "sending" schools were permitted to apply to Bronx schools. Some Manhattan pupils were also placed in Queens and Brooklyn "receiving" schools easily reached by common carrier.
Spaces not accepted were later filled from waiting lists.

NUMBER OF PUPILS PLACED IN "RECEIVING" SCHOOLS

Borough	School	For September 1960 Number Assigned	Accepted	For September 1961 Number Assigned	Accepted	For September 1962 Number Assigned	Accepted	For September 1963 Number Assigned
Manhattan	104	5	3	128	118	57	52	6*
	167	111	98	110	106	8*	8	10*
Bronx	45	6	9	65	53	7*	7	5*
	79			12	9	151	127	31
	80			101	96	149	129	41
	82	15	10	110	110	7*	2	36
	101	10	6	26	26	3*	2	2*
	113	10	10	157	127	10*	8	3*
	115	3	1	107	85	100	95	34
	117			110	105	82	82	9*
	127	6	4	84	75	9*	9	3*
	141			22	22			
	143	10	4	130	105	52	52	11*
Brooklyn	10	5	5	84	45	6*	6	6*
	62	9	8	161	161	16	16	32
	96	2	2	109	105	9*	9	5*
	126	31	30					
	128					111	76	43
	171					88	69	1*
	220	1	1	63	39	3*	1	2*

* Sibling assignments only
** Number accepted not known at date of publication

APPENDIX D (continued)

Borough	School	For September 1960 Number Assigned	Accepted	For September 1961 Number Assigned	Accepted	For September 1962 Number Assigned	Accepted	For September 1963 Number Assigned
Brooklyn	223			74	68	143	106	137
	227			10	6	142	98	133
	228			48	44	2*	2	2*
	232	37	37	250	243	23*	21	15*
	246							60
	259	3	2	90	55	1*	1	5*
Queens	10							27
	67					139	130	162
	73	1	0	35	20	76	54	3*
	125					283	273	
	126	1	1	24	12	2*	2	
	141	1	0	31	25			60
	158	2	2	79	76	5*	5	34
	168							106
	172	4	4	115	115	44	38	20
	190	47	41	251	233	22*	22	28*
	198			14	2			
	204			16	16			
	217	69	65	59	58	15*	15	6*

APPENDIX E

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street
Brooklyn 1, New York

MESSAGE TO PARENTS OR GUARDIANS OF PUPILS WHO ARE ELIGIBLE FOR TRANSFER UNDER THE OPEN ENROLLMENT PROGRAM

In August 1960 the Superintendent of Schools initiated a plan which had as its objective the education of as many children as possible in a varied ethnic environment. Under this plan, you may request transfer for your child to one of the "receiving" schools listed on the attached list for the coming school year starting with September. We shall place as many children as we have space for in the order in which they apply.

If you wish to have your child considered for transfer under the provisions of this plan, please fill in the application on the reverse side of this sheet indicating your choice of school(s) in the order of preference, and return it as soon as possible. You may select only those schools which appear on the attached list. Careful investigation regarding time and travel distance should be made prior to making a selection of schools. If you indicate one choice only, we shall assume that you do not wish to consider any other school. Should it be impossible to grant your choice, it is to be understood that your child will remain in his present school. No application received after the closing date as indicated on the attached list can be accepted.

You will be notified if there is room for your child in one of the schools requested. Your child will attend his present school until the end of the current year. Brothers and sisters not in eligible grades cannot be considered for transfer.

If you do not wish to have your child considered for this program, please sign the lower part of the statement on the reverse side of this sheet and return it to your child's teacher.

It is expected that your child will attend regularly in his new school. Arrangements for transportation by school bus or by public transportation will be made for elementary school pupils in the Open Enrollment Program on the same basis as in the case of other elementary school pupils. For junior high school pupils, the same transportation arrangements will be made for pupils under the Open Enrollment Program as are made for any other junior high school pupils.

Additional information regarding transportation or other matters involving the Open Enrollment Program may be obtained from the principal of the school which your child now attends.

DIVISION OF ELEMENTARY SCHOOLS
JUNIOR HIGH SCHOOL DIVISION
CENTRAL ZONING UNIT
HUMAN RELATIONS UNIT

APPENDIX F

BOARD OF EDUCATION - CITY OF NEW YORK
OPEN ENROLLMENT PROGRAM
APPLICATION FOR TRANSFER FOR ELIGIBLE PUPILS

For Official Use Only		
	Check one	
Date	A.M.	P.M.

TO BE FILLED OUT IN SCHOOL

Pupil's Name _____ Class _____ School _____ Borough _____

Address _____ Telephone No. _____

(FOR PUPILS IN GRADE 6 ONLY): District Junior High School _____ Borough _____

TO BE FILLED OUT BY PARENT

My other children who have previously been transferred under the Open Enrollment Program and the schools they now attend are:

Child's Name	Class	School to Which Transferred	Borough

Please assign my child to P.S. ___, the school attended by his brother (sister) Yes ☐ No ☐

I request the transfer of my child to one of the following schools. In order of preference, my choices are:

	School	Borough
1.		
2.		
3.		
4.		

FOR ELEMENTARY SCHOOL PUPILS IN GRADES BELOW GRADE 6 ONLY:

If school bus service cannot be provided to the schools I have chosen, please reassign my child to a school getting bus service.

Check one: Yes ____ No ____

Signature of Parent _____

OR

I do not wish to have my child transferred under the Open Enrollment Program.

Signature of Parent _____
Address _____

PLEASE NOTE: THIS FORM MUST BE RETURNED BY THE CLOSING DATE INDICATED ON THE ATTACHED LIST.

Specific Questions and Answers Pertaining to the Open Enrollment Program*

Questions	Answers
Board of Education Policy and Practices	
1. Should the Open Enrollment Program be presented merely as Board of Education policy to be enforced by the schools?	1. The program, to succeed, must be presented as an official policy and as a moral obligation. Principals must set the tone because it is morally right, not merely because it is official policy.
2. What is the responsibility of Headquarters regarding the Open Enrollment Program?	2. Headquarters provides policy, regulations and organization but the program requires local administration and implementation.
3. In allocating children to "receiving" schools will 10% of the available space be left for neighborhood children?	3. Because of growing and declining registers, no general policy is feasible-each school is considered individually. In the elementary grades not more than 40% of the grade is comprised of Open Enrollment pupils. In the junior high school, this percentage is 30%.
4. How can we provide for pupils who live out of the district in the Civil Defense Program?	4. The same Civil Defense regulations apply as for all children who are bussed to school.
Selection and Class Placement	
1. Would it not be desirable to select those pupils from the "sending" schools who would more effectively adjust to the new school environment?	1. The only purpose of the Open Enrollment Program is to offer an opportunity for education in a varied ethnic environment.
2. Should incoming children under the Open Enrollment Program be considered as any other newly admitted pupils from the school neighborhood or should they be given special consideration as a separate group?	2. The Open Enrollment pupils and parents should be included in the orientation programs planned for all incoming pupils. As soon as children are admitted to a school, they become an integral part of the school population.
3. Why send truants or discipline problems to "receiving" schools when parents request the transfer?	3. A new environment may give students an incentive to improve. However, in cases where such improvement does not occur, the school follows the usual prescribed procedures.

* These questions were raised at a series of meetings held with the principals participating in the Open Enrollment Program.

If children are or have been under the care of guidance agencies such as the Bureau of Child Guidance, the principal, the parent and the social worker involved should discuss the advisability of transferring the child. Such transfers will be authorized only if approved by the agency involved.

If children have serious physical conditions, such as diabetes, epilepsy or rheumatic fever the parent should be referred to the school doctor for advice. Transfers of such pupils should be authorized only if approved by the school doctor.

4. How should the transferred pupils be assigned to classes?

4. After careful examination of records and the administration of new tests, if necessary, placement should be made so as to avoid segregation in any one class.

5. Are not some of these children handicapped by the intelligence testing program?

5. Yes. The principal must be aware of the true guidance needs inherent in each situation. The IQ scores are often misleading in evaluating the real potential of children.

6. Should assignments be made to Intellectually Gifted classes or Gifted classes even though pupils are not eligible?

6. If there is indication of possible success, placement in Gifted classes would be valid. Children placed in Intellectually Gifted classes must meet the requirements.

7. Will space be provided for Special Progress children coming from central Harlem schools to Queens and Bronx schools?

7. Central Zoning Unit has authority to find space in schools for Special Progress classes if an assistant superintendent asks for it.

Transportation

1. What should be done about problems involving bus schedules?

1. Consult with the Bureau of Pupil Transportation. (ST 6-8800)

2. What can be done about children who misbehave on buses?

2. If the safety of other children is in jeopardy, parents should be summoned and warned that the child will be removed from the bus if his misbehavior continues. If this condition persists, the principal may remove the child from the bus. If the parent cannot assume responsibility for the transportation of the child, arrangements for placement of the child in another school may be made by the assistant superintendents involved. (See General Circular #14, January 8, 1963)

3. Since many children in the Open Enrollment Program use public buses, why not give passes to all of them? This would avoid segregation on school buses and save money and time spent in extra supervision.	3. Not all transportation is possible by use of public buses. This depends on the route traveled and the transportation available. Conditions vary in each borough.
4. If public transportation requires the use of several buses, will the Board of Education provide special bus service?	4. When such conditions arise, special bus service is provided.
5. Will help be provided for supervising children who use school buses?	5. A request is constantly made in the budget to provide school aides to help with buses. In the meantime, one parent volunteer may ride to the school for a limited time, if the principal approves.
6. How will the additional buses be used for purposes other than transporting children?	6. Arrangements have been made through the assistant superintendents for use of these buses for class trips.
<u>Articulation</u>	
1. Can the "receiving" school obtain information about the incoming children ahead of time?	1. It is the obligation of the "sending" school to provide such complete information on the articulation card.
2. Can a statement be included on the articulation card as to whether the pupil has been held over?	2. Instructions regarding this matter were included in the Open Enrollment circular, that a statement be written in the space on the articulation card headed "Other Comments".
3. Should not the records and recommendations regarding the incoming pupils be carefully checked by the supervisors so that the "receiving" schools will be able to do a better job?	3. This is definitely the responsibility of the "sending" schools and requires careful follow-up.
<u>Supplies and Personnel</u>	
1. Should not priority be given the "receiving" schools regarding furniture, supplies, remedial and guidance personnel, etc.?	1. Priority is given within budgetary limits to such schools.
2. What shall we do when additional lunchroom furniture is needed because of the increased number of children eating lunch in school?	2. Call the Office of School Planning and Research at 110 Livingston Street, Brooklyn 1, New York.
<u>Parent Orientation</u>	
1. Should the principal of a "sending" school give advice to parents who ask for it?	1. Give all the information needed but do not advise for or against the transfer.

2. What should be told to parents in a "receiving" school who wish the privilege of having their children attend a school of their choice which is not designated as a "receiving" school?	2. Parents should be told that transfers are made only to those schools participating in the Open Enrollment Program.
3. What has been the experience of "receiving" schools in orientation meetings with parents?	3. These meetings have proved both necessary and effective to acquaint the participating parents with the school's program.
4. Should not the first step in anticipated "Open Enrollment" be an inter-community gathering to establish community encouragement of a program which should be initiated with enthusiasm and a sense of high moral purpose?	4. This is a highly desirable approach. Agencies such as the United Parents Association and the City Commission on Human Rights have already participated in some communities in such projects. In some cases, these have been initiated by the assistant superintendents involved.
<u>Special Cases</u>	
1. May children be permitted to leave before 2 P.M. for released-time instruction?	1. No. All children are released for religious instruction at 2 P.M. on the days designated for the borough in which the "receiving" school is located. The parents have the responsibility of getting their children back to the home neighborhood. However, the children may attend religious services in the neighborhood of the "receiving" school but the parents must provide the transportation home when necessary.
2. What is done about children who become ill and live outside the school district?	2. Use the same emergency contact card as is used with other children. Get more than one person designated who can be contacted in emergencies.

A series of meetings in connection with the Open Enrollment Program was held with principals, assistant superintendents, school-community coordinators, the Open Enrollment Committee, and personnel representing various bureaus. As a result of the discussions at these meetings, the following suggestions and recommendations are offered to the principals of "receiving" schools in the Open Enrollment Program with the hope that they will be of some value and assistance in accomplishing the objective of providing children, teachers and parents with the opportunity of working together with persons of varied ethnic backgrounds.

1. What the Supervisor Can Do

Administration and Organization

1.1 Orient himself by reviewing pertinent circulars and publications.
1.2 Confer with the principals of the "sending" schools to learn about programs, services, and special needs of the incoming pupils.
1.3 Meet or confer with the principals of the "receiving" schools to discuss problems and share ideas.
1.4 Survey available materials of instruction to assure adequate supplies for all. Borrow if necessary.
1.5 Plan to use resource personnel, i.e., guidance counsellors, school-community coordinators, and others, to help with the program.
1.6 Orient auxiliary staff - secretary, nurse, custodian and lunchroom workers.
1.7 Obtain assistance of Attendance Bureau to minimize truancy.
1.8 Provide for continued implementation and evaluation of the program.
1.9 Distribute incoming pupils among all classes on a grade. It may be necessary not to adhere too strictly to I.Q. and reading level for purposes of class assignments.
1.10 Plan for appropriate assembly talks by student council president, school-community coordinator, teachers and parents.
1.11 Give special attention to such areas where problems may arise, e.g., bus, lunchroom.
1.12 Provide adequate lunchroom facilities for all pupils. (If necessary, communicate with Bureau of School Lunches).
1.13 Acquaint the community with the Open Enrollment Program.
1.14 Make clear to staff and parents that incidents in pupil misbehavior which could occur in any situation should not be attributed to the Open Enrollment Program.
1.15 Make provision for out-of-district pupils during Civil Defense drills, "released" time, trips, and in case of illness.
1.16 Arrange line-ups and assembly points in such a way as to assure desirable ethnic groupings of children. (Assignment of places, seats, buddies, etc.)
1.17 If any serious behavior problem arises, follow the usual procedure for such cases, e.g., disciplinary action, suspension.
1.18 Include incoming pupils on school service squads.

Teacher Preparation

1.19 Conduct grade and general faculty conferences early in the year to discuss the Open Enrollment Program, to explore ideas and to get suggestions from teachers. Try to engender a positive attitude.
1.20 Plan additional training for teachers in corrective techniques and in guidance, wherever necessary.

1.21 Assist teachers in adapting curriculum, wherever necessary.
1.22 Suggest that teachers take in-service courses in Human Relations.
1.23 Advise teachers to avoid labelling incoming pupils.
1.24 Instruct teachers to plan classroom seating and activities so as to involve all pupils, and avoid self-imposed groupings by new pupils.
1.25 Study articulation forms and provide the needed remedial and guidance help.
1.26 Use unassigned time of teachers to help individual children in a remedial program.
1.27 If opportunity arises, make every effort to obtain teachers of various ethnic backgrounds as members of the faculty.
1.28 Provide readings in the field of inter-group relations for staff and parents.

Parent Orientation

1.29 Conduct meetings with parents as early as possible to explain the Open Enrollment Program and its values to both the incoming and neighborhood children.
1.30 Arrange for individual conferences with parents to answer any questions which may arise.
1.31 Encourage parents of incoming children to participate in such activities as parent teas, visits to classrooms, assembly programs, parent meetings.
1.32 Invite suggestions from parents.
1.33 Arrange workshops for parents.

Transportation

1.34 Provide tags for younger children who travel on buses to assure safe delivery until bus operation becomes routinized.
1.35 Check on bus routes, pick-up points, arrivals and departures.
1.36 Provide adequate supervision of bus arrivals and departures. Insist on appropriate behavior.
1.37 Be present at bus arrivals and departures during the early part of the school year. Spot-check these at regular intervals.
1.38 If necessary, rearrange time schedules in school to fit in with bus schedules, e.g., assemblies held at time when all children can attend.
1.39 Instruct bus driver to inform you of any problems which arise.
1.40 Keep bus reports current and accurate so as to verify any questions which may arise.
1.41 Use parents for the first week or two as volunteer "matrons" on the bus until the trip is routinized.
1.42 Arrange to use buses for class trips. Consult assistant superintendents.

2. What the School-Community Coordinator Can Do

2.1 Conduct a Human Relations course for the district professional staff.
2.2 Conduct a Human Relations workshop for parents.
2.3 Give orientation talks to the faculty of the "receiving" schools; stress the historical development of the integration movement and its implication for our democratic society.

2.4 Assist in contacting "hard to reach" parents of pupils who are not adjusting properly to the new school.
2.5 Work closely with "sending" district attendance supervisors to expedite processing of absence referrals.
2.6 Observe and correct where necessary the behavior of children on buses.
2.7 Talk at parents' meetings and answer questions regarding Open Enrollment Program.
2.8 Assist the principal in preparing a fact sheet answering questions raised at parents' meetings for distribution to entire parent association membership.
2.9 Work with district Open Enrollment Committee at request of superintendent to:
  2.9.1 prepare a time table of suggested welcoming activities for "receiving" schools
  2.9.2 plan a series of orientation meetings for principals of "receiving" schools
  2.9.3 prepare a summary of the Open Enrollment Program to date for publication in the Parents' Association bulletin
2.10 Work through community organizations to prepare the community for the reception of the new pupils.
2.11 Work closely with the District Parents' Council to ensure that all new policies and programs of the Board of Education are fully explained to the parents.
2.12 Publish and distribute with the approval of the district superintendent a District Parents Newsletter to effect a higher degree of parent understanding of Board of Education programs.
2.13 Publicize and distribute, upon request, selected WNYC tapes of "The New York City Schools Report" to be used at parent association meetings.

3. <u>What the Teacher Can Do</u>

3.1 Study articulation forms and records of pupils so as to plan adequately for them.
3.2 Welcome new children in a natural, friendly manner.
3.3 Assign buddies for incoming pupils.
3.4 Seat the children in the classroom in order to assure desirable ethnic groupings of children.
3.5 Distribute classroom responsibilities among all the pupils.
3.6 Plan classroom activities that will help unify the class, e.g., teams, units, assembly programs.
3.7 Plan for group and individual help where needed.
3.8 Be alert to anticipate difficulties so that problems may be avoided.
3.9 Try to visit the lunchroom especially during the first two weeks so as to encourage desirable ethnic groupings of children.
3.10 Take neighborhood walks with class to acquaint new children with the neighborhood and local resources.
3.11 Have grade meetings to discuss adaptation of the curriculum, wherever necessary.
3.12 Suggest to parents of incoming pupils that children participate in after-school recreation centers and other community activities in the new neighborhood. (Parents responsible for the transportation of children.)

3.13 Arrange individual visits for parents of incoming pupils.
3.14 Invite suggestions from parents and pupils in helping new children to adjust.
3.15 Take in-service courses in Human Relations.

4. What the Pupils Can Do

4.1 Act as buddies for new pupils.
4.2 Write welcoming letters to incoming pupils and publish them in the school newspaper.
4.3 Include new pupils on committees, class squads and teams.
4.4 Invite new pupils to join after-school recreation center, scout troups, PAL, and other local activities.
4.5 Give suggestions which may serve to further the acceptance of new pupils.
4.6 Develop a class code of ethics and behavior.
4.7 Help children learn school routines.

5. What the Parents Can Do

5.1 Plan orientation and welcoming meetings by the Parents Association in September for all parents of incoming pupils.
5.2 Write welcoming letters to parents of incoming pupils.
5.3 Encourage these parents to join the Parents Association.
5.4 Place these parents on committees.
5.5 Arrange parent-teacher teas to get acquainted and to plan meaningful parent programs.
5.6 Welcome Spanish-speaking parents by parent members who speak Spanish.
5.7 Make telephone calls to encourage parents of incoming pupils to attend meetings.
5.8 Write appropriate articles in parents' newspaper or magazine.
5.9 Plan some unifying activity to include all parents (e.g., Talent Night, Cake Sale).
5.10 Invite suggestions from parent membership.
5.11 Plan workshop for parents.
5.12 Organize parents' library and include readings in the field of intergroup relations.
5.13 Interchange ideas with other parents' groups.
5.14 Publicize community activities and organizations.
5.15 Attend meetings in community (e.g., civic and religious organizations, YMCA) and enlist their cooperation.
5.16 Send out notices in Spanish, if necessary.

APPENDIX J

ARTICULATION CARD

(Used by "sending" schools in forwarding information about transferees to "receiving" schools).

From P _____ Class _____ To P _____

_____ Month____ Day ____ Year___
Last Name First Name Date of Birth

Home Address _____

___GRADE TEST DATA	GRADE OR SCORE	DATE OF TEST	TEACHER'S ESTIMATE OF PUPIL PERFORMANCE		
			ABOVE TEST LEVEL	ON TEST LEVEL	BELOW TEST LEVEL
I.Q.					
READING					
MATHEMATICS					

Special Abilities and Interests: _____

Disabilities: Physical _____
Speech _____

Attendance: Satisfactory _____ Unsatisfactory _____
Free Lunch: Yes ____ No ____

Recommended Class Placement: S.P. ____ Bright ____ Normal ____ Slow ____ Adjustment____
Other____

Language Choice (for 7-8 SP only) 1 _____ 2 _____ 3 _____

FOR NON-ENGLISH SPEAKING CHILDREN ONLY
(Those recommended for Special English Class)

Language Spoken _____ Date of Entry to a NYC school _____
Years of Schooling in Other Country _____ Estimated Reading Score _____

The following items apply to all children:

Service to School _____
Confidential Information on File: Yes ____ No ____ Where? _____
Agencies to Which This Child is Known _____
Emotional and Social Adjustment _____
Home Conditions _____
Suggestions to Next Teacher to Help Pupil's Adjustment _____

Other Comments _____

(If child has been held-over at any time, it is indicated in this space).

APPENDIX K

BOARD OF EDUCATION - CITY OF NEW YORK
Division of Elementary Schools
Central Zoning Unit
110 Livingston Street
Brooklyn 1, New York

May 15, 1963

To Principals of Schools Participating in the Open Enrollment Program in Grades 1-5

Ladies and Gentlemen:

Information regarding the bus routes for the children in the Open Enrollment Program (grades 1-5) is enclosed.

Principals of the "sending" schools (grades 1-5) are to:

1. Make out a 3 x 5 tag for every pupil traveling by school bus. This tag should include the bus letter and stop number (in red) at the top of the tag in capital letters, the address of the pick-up point, the child's name and address, the number of the "sending" school and of the "receiving" school.

   Sample: BUS D - STOP 1 (in red)
   St. Ann's Ave. and 136 St., Bronx

   Mary Jones, 375 131 St., Bronx
   "Sending" School - P.S. 43, Bronx
   "Receiving" School - P.S. 80, Bronx

   Attach this tag to the report card to be distributed on June 28th.

2. Notify the parents of the children (see attached sample letter) of the following:

   2.1 Bus pick-up point for child.

   2.2 Time of departure - for the first day of school <u>all</u> children should be at the bus pick-up points at 8:00 A.M. Please note that some routes in Brooklyn require a 7:45 A.M. departure.

   This practice should be continued until the exact bus time schedule is routinized. Parents should be told that the bus will depart from Stop No. 1 the time specified and will reach the other stops as soon as possible thereafter. It is reasonable to expect that the time of the bus arrival will depend upon the distance to be traveled from the first bus stop to each succeeding stop.

   2.3 Return Trip - Children will be dropped off at the end of the school day at the same pick-up point from which they departed. There may be comparable delays on return trips until the schedule is routinized.

Principals of the "receiving" schools will note that the route numbers of the bus schedules are listed at the top of the page of bus route lists.

1st number indicates that bus is servicing children in the Open Enrollment Program.
2nd number identifies the "receiving" school.
3rd number indicates number of buses servicing the "receiving" school, e.g., 121-104-2 means that Route 121 is an Open Enrollment route, 104 refers to P.S. 104, 2 indicates that 2 buses are servicing P.S. 104.

The Bureau of Pupil Transportation requires a report of the bus service provided. Enclosed herewith are copies of the "Daily Record of Bus Service" and "Principal's Monthly Certification of Service" to be completed by personnel of "receiving" schools. The forms are self-explanatory.

All "Open Enrollment" school bus transportation is predicated on a 9:00 A.M. to 3:00 P.M. school session. Entry in Column 6 of Form T.D. 2- "Record of Daily Bus Service" should read "9:00 A.M." for all schools.

In case of any question arising about bus transportation for pupils in the Open Enrollment Program, you are to telephone Mr. Calvert, Bureau of Pupil Transportation, ST 6-8800, Ext. 129.

The suggested transportation routes for 6th grade pupils going to junior high "receiving" schools will be sent to the principals of the "receiving" schools at a future date. The 6th grade pupils will receive information on these suggested transportation routes when they arrive in the "receiving" junior high schools in September.

Very truly yours,

Francis A. Turner

FRANCIS A. TURNER
Assistant Superintendent

Truda T. Weil

TRUDA T. WEIL
Acting Associate Superintendent

BOARD OF EDUCATION - CITY OF NEW YORK
Division of Elementary Schools
Central Zoning Unit
110 Livingston Street
Brooklyn 1, New York

FOR USE BY PRINCIPALS OF "SENDING" SCHOOLS

SAMPLE LETTER TO PARENT

Date _____

Dear Parent:

This is to notify you that your child _____ scheduled
(name)
to be transferred to P.S. _____ in September 1963 under the Open Enrollment Program, will be picked up by school bus at _____
Address of Pick-Up Point
Stop No._____ on Monday, September 9, 1963. Please be sure that your child has pinned on him the tag you receive on June 28, 1963.

Your bus will depart from Stop 1 at _____ a.m. Please be advised that we will be unable to let you know of the exact time of departure and arrival at your bus stop until several trips have been made and we have had the experience of knowing how long these trips will take. Until the bus schedule is fixed, allowance must be made for the distance to be traveled between bus stops and the number of stops. Your child will get off the bus at the end of the school day at the same pick-up point from which he departs in the morning.

Please try to be patient during the first week until the bus schedule is routinized. We urge you not to be alarmed in the event of delayed pick-up or arrival at home. We would appreciate your cooperation in helping us to make this part of the program successful.

Sincerely,

Francis A. Turner

FRANCIS A. TURNER
Assistant Superintendent

Truda T. Weil

TRUDA T. WEIL
Acting Associate Superintendent